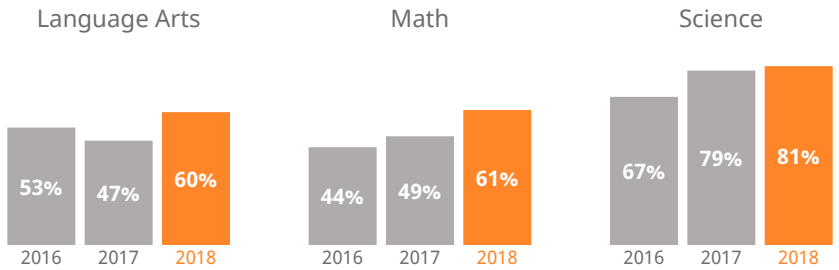
Lehua Elementary

791 Lehua Avenue, Pearl City, Hawaii | Oahu | Pearl City-Waipahu Complex Area

THE STRIVE HI SCHOOL PERFORMANCE REPORT is an annual snapshot of a school's performance on key indicators of student success. This report shows schools' progress on the Department and Board of Education's Strategic Plan and federally-required indicators under the Every Student Succeeds Act. These results help inform action for teachers, principals, community members, and other stakeholders.

How are students performing in each subject?

Measures the percent of students meeting the standard/who are proficient on state assessments.



How are students performing compared to others?

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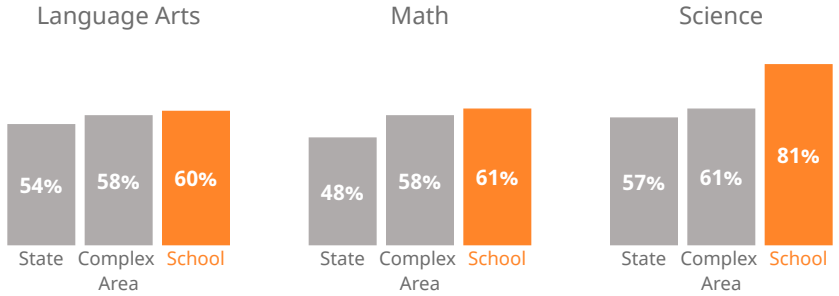


How are student subgroups performing?

High Needs: English learners, economically disadvantaged, and students receiving Special Education services. Non-High Needs: All other students.

Language Arts		Math	
81%	50%	78%	52%
Non-High Needs	High Needs	Non-High Needs	High Needs
Achievement gap: 31 points		Achievement gap: 26 points	

48% of students learning English are on-track to English language proficiency

How are students' academic progress measured?

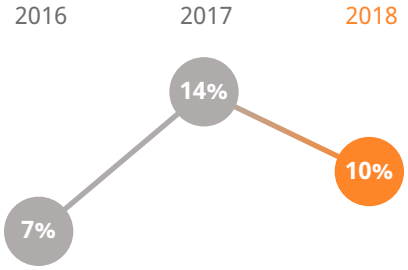
The Smarter Balanced test shows the relative progress of the average student on state assessments using a Median Growth Percentile (MGP). HSA-Alt & KĀ'EO tests show the percent of students making academic growth each year.

Smarter Balanced		HSA-Alt & KĀ'EO	
74	85	--	--
Language Arts	Math	Language Arts	Math

How many 3rd graders read on grade level?

-- of 3rd graders read near, at, or above grade level

How many students missed 15 or more days of school this year?



2018

State: 13%

Complex Area: 8%

How do students feel about their school?

Measures percent of students reporting positive school climate as measured by the Tripod Student Perception Survey.

83% of students feel positively about their school

STRIVE HI
Our Students • Our Future • Our Promise

How do you measure how well a school is doing? In our estimation, it's more than scores on high-stakes tests. Schools should show that they are supporting children along the educational pipeline toward college, career, and community readiness. Are our students attending school? Are they graduating? Are they going to college? And how successfully are schools reducing the achievement gap between high-needs and non-high needs students?

The Strive HI Performance System was designed to account for these factors in student success. Initially created in 2013 by a U.S. Department of Education waiver from certain aspects of the former No Child Left Behind Act, Strive HI has been refocused by the goals and priorities of the 2017-2020 Department of Education and Board of Education Strategic Plan, the governing document for the public education system.

Learn more at
http://bit.ly/StriveHISystem

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Our Story

Lehua Elementary supports a college-going culture.

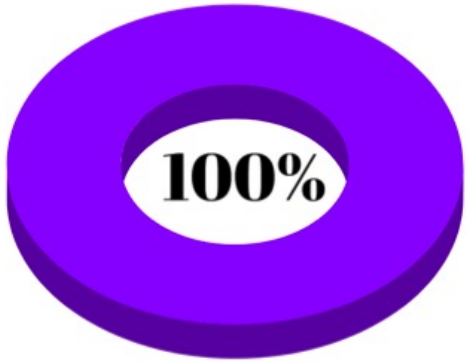
Morning messages with college-and-career-readiness goals have been produced by students and faculty. Every student uses a planner for homework and home-school communication. On Fridays, the faculty wears college shirts or colors and speak about college with the students.

The school has implemented Advancement Via Individual Determination strategies from Kindergarten to grade 6. A curriculum aligned with the Common Core Standards is being implemented for all grades.

Pearl City Complex Math Construct

Pearl City Complex is committed to providing every student a rich and rigorous mathematics curriculum that is focused on the development of concepts, the acquisition of basic and advanced skills and the integration of problem solving experiences. Through the Pearl City Complex Math Construct, educators are encouraged to provide challenging mathematics opportunities to foster the growth of intelligent, thoughtful and mathematically literate members of society.

Pearl City Complex Math Construct Participation



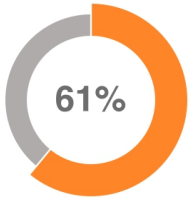
100% of classroom Math teachers participated in the Pearl City Complex Math Construct.

About Our School

Principal | Alvan Fukuhara
Grades | K-6
808-454-5700
lehua.k12.hi.us

234
students enrolled

of students are English language learners



of students are eligible for Free or Reduced Lunch

of students receive Special Education services

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of students receiving Special Education services are in general education classes most of the day

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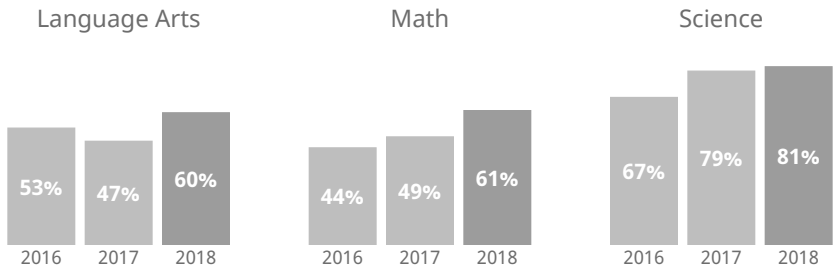

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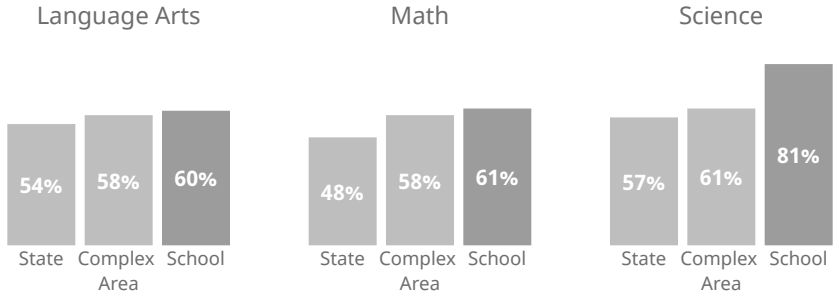

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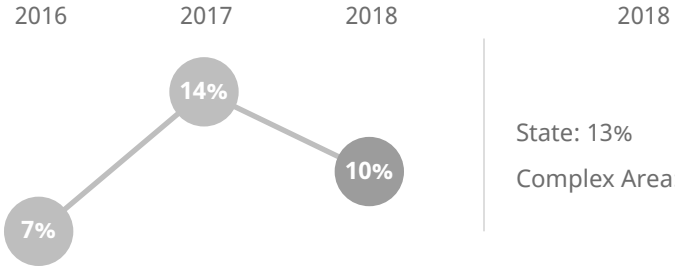

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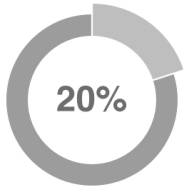

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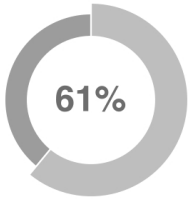

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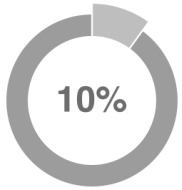

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